

EXEMPLAR SOLUTIONS MATHS

Chapter : Quadratic Equations

Class
10



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Chapter 4- Quadratic Equations

EXERCISE 4.1

Choose the correct answer from the given four options in the following questions:

1. Which of the following is a quadratic equation?

(A) $x^2 + 2x + 1 = (4 - x)^2 + 3$

(B) $-2x^2 = (5 - x)(2x - (2/5))$

(C) $(k + 1)x^2 + (3/2)x = 7$, where $k = -1$

(D) $x^3 - x^2 = (x - 1)^3$

Solution:

(D) $x^3 - x^2 = (x - 1)^3$

Explanation:

The standard form of a quadratic equation is given by,

$ax^2 + bx + c = 0$, $a \neq 0$

(A) Given, $x^2 + 2x + 1 = (4 - x)^2 + 3$

$x^2 + 2x + 1 = 16 - 8x + x^2 + 3$

$10x - 18 = 0$

which is not a quadratic equation.

(B) Given, $-2x^2 = (5 - x)(2x - 2/5)$

$-2x^2 = 10x - 2x^2 - 2 + 2/5x$

$52x - 10 = 0$

which is not a quadratic equation.

(C) Given, $(k + 1)x^2 + 3/2x = 7$, where $k = -1$

$(-1 + 1)x^2 + 3/2x = 7$

$3x - 14 = 0$

which is not a quadratic equation.

(D) Given, $x^3 - x^2 = (x - 1)^3$

$x^3 - x^2 = x^3 - 3x^2 + 3x - 1$

$2x^2 - 3x + 1 = 0$

which represents a quadratic equation.

2. Which of the following is not a quadratic equation?

(A) $2(x - 1)^2 = 4x^2 - 2x + 1$

(B) $2x - x^2 = x^2 + 5$

(C) $(\sqrt{2x} + \sqrt{3})^2 + x^2 = 3x^2 - 5x$

(D) $(x^2 + 2x)^2 = x^4 + 3 + 4x^3$

Solution:

(D) $(x^2 + 2x)^2 = x^4 + 3 + 4x^3$

A quadratic equation is represented by the form,

$ax^2 + bx + c = 0$, $a \neq 0$

(A) Given, $2(x - 1)^2 = 4x^2 - 2x + 1$

$2(x^2 - 2x + 1) = 4x^2 - 2x + 1$

$2x^2 + 2x - 1 = 0$

which is a quadratic equation.

(B) Given, $2x - x^2 = x^2 + 5$

$$2x^2 - 2x + 5 = 0$$

which is a quadratic equation.

(C) Given, $(\sqrt{2}x + \sqrt{3})^2 = 3x^2 - 5x$

$$2x^2 + 2\sqrt{6}x + 3 = 3x^2 - 5x$$

$$x^2 - (5 + 2\sqrt{6})x - 3 = 0$$

which is a quadratic equation.

(D) Given, $(x^2 + 2x)^2 = x^4 + 3 + 4x^2$

$$x^4 + 4x^3 + 4x^2 = x^4 + 3 + 4x^2$$

$$4x^3 - 3 = 0$$

which is a cubic equation and not a quadratic equation.

3. Which of the following equations has 2 as a root?

(A) $x^2 - 4x + 5 = 0$

(B) $x^2 + 3x - 12 = 0$

(C) $2x^2 - 7x + 6 = 0$

(D) $3x^2 - 6x - 2 = 0$

Solution:

(C) $2x^2 - 7x + 6 = 0$

If 2 is a root then substituting the value 2 in place of x should satisfy the equation.

(A) Given,

$$x^2 - 4x + 5 = 0$$

$$(2)^2 - 4(2) + 5 = 1 \neq 0$$

So, x = 2 is not a root of $x^2 - 4x + 5 = 0$

(B) Given, $x^2 + 3x - 12 = 0$

$$(2)^2 + 3(2) - 12 = -2 \neq 0$$

So, x = 2 is not a root of $x^2 + 3x - 12 = 0$

(C) Given, $2x^2 - 7x + 6 = 0$

$$2(2)^2 - 7(2) + 6 = 0$$

Here, x = 2 is a root of $2x^2 - 7x + 6 = 0$

(D) Given, $3x^2 - 6x - 2 = 0$

$$3(2)^2 - 6(2) - 2 = -2 \neq 0$$

So, x = 2 is not a root of $3x^2 - 6x - 2 = 0$

4. If $\frac{1}{2}$ is a root of the equation $x^2 + kx - \frac{5}{4} = 0$, then the value of k is

(A) 2

(B) -2

(C) $\frac{1}{4}$

(D) $\frac{1}{2}$

Solution:

(A) 2

If $\frac{1}{2}$ is a root of the equation

$x^2 + kx - \frac{5}{4} = 0$ then, substituting the value of $\frac{1}{2}$ in place of x should give us the value of k.

Given, $x^2 + kx - \frac{5}{4} = 0$ where, $x = \frac{1}{2}$

$$(\frac{1}{2})^2 + k(\frac{1}{2}) - (\frac{5}{4}) = 0$$

$$(k/2) = (5/4) - \frac{1}{4}$$

$$k = 2$$

5. Which of the following equations has the sum of its roots as 3?

(A) $2x^2 - 3x + 6 = 0$

(B) $-x^2 + 3x - 3 = 0$

(C) $\sqrt{2}x^2 - 3/\sqrt{2}x + 1 = 0$

(D) $3x^2 - 3x + 3 = 0$

Solution:

(D) $3x^2 - 3x + 3 = 0$

The sum of the roots of a quadratic equation $ax^2 + bx + c = 0$, $a \neq 0$ is given by,
Coefficient of x / coefficient of $x^2 = -(b/a)$

(A) Given, $2x^2 - 3x + 6 = 0$

Sum of the roots = $-b/a = -(-3/2) = 3/2$

(B) Given, $-x^2 + 3x - 3 = 0$

Sum of the roots = $-b/a = -(3/-1) = 3$

(C) Given, $\sqrt{2}x^2 - 3/\sqrt{2}x + 1 = 0$

$2x^2 - 3x + \sqrt{2} = 0$

Sum of the roots = $-b/a = -(-3/2) = 3/2$

(D) Given, $3x^2 - 3x + 3 = 0$

Sum of the roots = $-b/a = -(-3/3) = 1$



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EXERCISE 4.2

1. State whether the following quadratic equations have two distinct real roots. Justify your answer.

- (i) $x^2 - 3x + 4 = 0$
- (ii) $2x^2 + x - 1 = 0$
- (iii) $2x^2 - 6x + 9/2 = 0$
- (iv) $3x^2 - 4x + 1 = 0$
- (v) $(x + 4)^2 - 8x = 0$
- (vi) $(x - \sqrt{2})^2 - 2(x + 1) = 0$
- (vii) $\sqrt{2}x^2 - (3/\sqrt{2})x + 1/\sqrt{2} = 0$
- (viii) $x(1 - x) - 2 = 0$
- (ix) $(x - 1)(x + 2) + 2 = 0$
- (x) $(x + 1)(x - 2) + x = 0$

Solution:

(i)

The equation $x^2 - 3x + 4 = 0$ has no real roots.

$$D = b^2 - 4ac$$

$$= (-3)^2 - 4(1)(4)$$

$$= 9 - 16 < 0$$

Hence, the roots are imaginary.

(ii)

The equation $2x^2 + x - 1 = 0$ has two real and distinct roots.

$$D = b^2 - 4ac$$

$$= 1^2 - 4(2)(-1)$$

$$= 1 + 8 > 0$$

Hence, the roots are real and distinct.

(iii)

The equation $2x^2 - 6x + (9/2) = 0$ has real and equal roots.

$$D = b^2 - 4ac$$

$$= (-6)^2 - 4(2)(9/2)$$

$$= 36 - 36 = 0$$

Hence, the roots are real and equal.

(iv)

The equation $3x^2 - 4x + 1 = 0$ has two real and distinct roots.

$$D = b^2 - 4ac$$

$$= (-4)^2 - 4(3)(1)$$

$$= 16 - 12 > 0$$

Hence, the roots are real and distinct.

(v)

The equation $(x + 4)^2 - 8x = 0$ has no real roots.

Simplifying the above equation,

$$x^2 + 8x + 16 - 8x = 0$$

$$x^2 + 16 = 0$$

$$D = b^2 - 4ac$$

$$= (0) - 4(1)(16) < 0$$

Hence, the roots are imaginary.

(vi)

The equation $(x - \sqrt{2})^2 - \sqrt{2}(x+1) = 0$ has two distinct and real roots.

Simplifying the above equation,

$$x^2 - 2\sqrt{2}x + 2 - \sqrt{2}x - \sqrt{2} = 0$$

$$x^2 - \sqrt{2}(2+1)x + (2 - \sqrt{2}) = 0$$

$$x^2 - 3\sqrt{2}x + (2 - \sqrt{2}) = 0$$

$$D = b^2 - 4ac$$

$$= (-3\sqrt{2})^2 - 4(1)(2 - \sqrt{2})$$

$$= 18 - 8 + 4\sqrt{2} > 0$$

Hence, the roots are real and distinct.

(vii)

The equation $\sqrt{2}x^2 - 3x/\sqrt{2} + 1/2 = 0$ has two real and distinct roots.

$$D = b^2 - 4ac$$

$$= (-3/\sqrt{2})^2 - 4(\sqrt{2})(1/2)$$

$$= (9/2) - 2\sqrt{2} > 0$$

Hence, the roots are real and distinct.

(viii)

The equation $x(1 - x) - 2 = 0$ has no real roots.

Simplifying the above equation,

$$x^2 - x + 2 = 0$$

$$D = b^2 - 4ac$$

$$= (-1)^2 - 4(1)(2)$$

$$= 1 - 8 < 0$$

Hence, the roots are imaginary.

(ix)

The equation $(x - 1)(x + 2) + 2 = 0$ has two real and distinct roots.

Simplifying the above equation,

$$x^2 - x + 2x - 2 + 2 = 0$$

$$x^2 + x = 0$$

$$D = b^2 - 4ac$$

$$= 1^2 - 4(1)(0)$$

$$= 1 - 0 > 0$$

Hence, the roots are real and distinct.

(x)

The equation $(x + 1)(x - 2) + x = 0$ has two real and distinct roots.

Simplifying the above equation,

$$x^2 + x - 2x - 2 + x = 0$$

$$x^2 - 2 = 0$$

$$D = b^2 - 4ac$$

$$= (0)^2 - 4(1)(-2)$$

$$= 0 + 8 > 0$$

Hence, the roots are real and distinct.

2. Write whether the following statements are true or false. Justify your answers.

- (i) Every quadratic equation has exactly one root.
- (ii) Every quadratic equation has at least one real root.
- (iii) Every quadratic equation has at least two roots.
- (iv) Every quadratic equations has at most two roots.
- (v) If the coefficient of x^2 and the constant term of a quadratic equation have opposite signs, then the quadratic equation has real roots.
- (vi) If the coefficient of x^2 and the constant term have the same sign and if the coefficient of x term is zero, then the quadratic equation has no real roots.

Solution:

- (i) False. For example, a quadratic equation $x^2 - 9 = 0$ has two distinct roots -3 and 3 .
- (ii) False. For example, equation $x^2 + 4 = 0$ has no real root.
- (iii) False. For example, a quadratic equation $x^2 - 4x + 4 = 0$ has only one root which is 2 .
- (iv) True, because every quadratic polynomial has almost two roots.
- (v) True, because in this case discriminant is always positive.
For example, in $ax^2 + bx + c = 0$, as a and c have opposite sign, $ac < 0$
 \Rightarrow Discriminant $= b^2 - 4ac > 0$.
- (vi) True, because in this case discriminant is always negative.
For example, in $ax^2 + bx + c = 0$, as $b = 0$, and a and c have same sign then $ac > 0$
 \Rightarrow Discriminant $= b^2 - 4ac = -4ac < 0$

3. A quadratic equation with integral coefficient has integral roots. Justify your answer.

Solution:

No, a quadratic equation with integral coefficients may or may not have integral roots.

Justification

Consider the following equation,

$$8x^2 - 2x - 1 = 0$$

The roots of the given equation are $\frac{1}{2}$ and $-\frac{1}{4}$ which are not integers.

Hence, a quadratic equation with integral coefficient might or might not have integral roots.

EXERCISE 4.3

1. Find the roots of the quadratic equations by using the quadratic formula in each of the following:

- (i) $2x^2 - 3x - 5 = 0$
- (ii) $5x^2 + 13x + 8 = 0$
- (iii) $-3x^2 + 5x + 12 = 0$
- (iv) $-x^2 + 7x - 10 = 0$
- (v) $x^2 + 2\sqrt{2}x - 6 = 0$
- (vi) $x^2 - 3\sqrt{5}x + 10 = 0$
- (vii) $(\frac{1}{2})x^2 - \sqrt{11}x + 1 = 0$

Solution:

The quadratic formula for finding the roots of quadratic equation $ax^2 + bx + c = 0$, $a \neq 0$ is given by,

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

(i) $2x^2 - 3x - 5 = 0$

$$\begin{aligned}\therefore x &= \frac{-(-3) \pm \sqrt{3^2 - 4(2)(-5)}}{2(2)} \\ &= \frac{3 \pm \sqrt{49}}{4} \\ &= \frac{3 \pm 7}{4} = \frac{5}{2}, -1\end{aligned}$$

(ii) $5x^2 + 13x + 8 = 0$

$$\begin{aligned}\therefore x &= \frac{-13 \pm \sqrt{(-13)^2 - 4(5)(8)}}{2(5)} \\ &= \frac{-13 \pm \sqrt{9}}{10} \\ &= \frac{-13 \pm 3}{10} = -1, -\frac{8}{5}\end{aligned}$$

(iii) $-3x^2 + 5x + 12 = 0$

$$\begin{aligned}\therefore x &= \frac{-5 \pm \sqrt{5^2 - 4(-3)(12)}}{2(-3)} \\ &= \frac{-5 \pm \sqrt{169}}{-6} \\ &= \frac{5 \pm 13}{6} = 3, -\frac{4}{3}\end{aligned}$$

(iv) $-x^2 + 7x - 10 = 0$

$$\begin{aligned}\therefore x &= \frac{-7 \pm \sqrt{(-7)^2 - 4(-1)(-10)}}{2(-1)} \\ &= \frac{-7 \pm \sqrt{9}}{-2} \\ &= \frac{7 \pm 3}{2} = 5, 2\end{aligned}$$

(v) $x^2 + 2\sqrt{2}x - 6 = 0$

$$\begin{aligned}\therefore x &= \frac{-2\sqrt{2} \pm \sqrt{(2\sqrt{2})^2 - 4(1)(-6)}}{2(1)} \\ &= \frac{-2\sqrt{2} \pm \sqrt{32}}{2} \\ &= \frac{-2\sqrt{2} \pm 4\sqrt{2}}{2} = \sqrt{2}, -3\sqrt{2}\end{aligned}$$

(vi) $x^2 - 3\sqrt{5}x + 10 = 0$

$$\begin{aligned}\therefore x &= \frac{-(-3\sqrt{5}) \pm \sqrt{(-3\sqrt{5})^2 - 4(1)(10)}}{2(1)} \\ &= \frac{3\sqrt{5} \pm \sqrt{5}}{2} = 2\sqrt{5}, \sqrt{5}\end{aligned}$$

(vii) $(\frac{1}{2})x^2 - \sqrt{11}x + 1 = 0$

$$\begin{aligned}\therefore x &= \frac{-(-\sqrt{11}) \pm \sqrt{(-\sqrt{11})^2 - 4(\frac{1}{2})(1)}}{2(\frac{1}{2})} \\ &= \frac{\sqrt{11} \pm \sqrt{9}}{1} \\ &= \sqrt{11} \pm 3 = 3 + \sqrt{11}, -3 + \sqrt{11}\end{aligned}$$

EXERCISE 4.4

1. Find a natural number whose square diminished by 84 is equal to thrice of 8 more than the given number.

Solution:

Let the natural number = 'x'.

According to the question,

We get the equation,

$$x^2 - 84 = 3(x+8)$$

$$x^2 - 84 = 3x + 24$$

$$x^2 - 3x - 84 - 24 = 0$$

$$x^2 - 3x - 108 = 0$$

$$x^2 - 12x + 9x - 108 = 0$$

$$x(x - 12) + 9(x - 12) = 0$$

$$(x + 9)(x - 12)$$

$$\Rightarrow x = -9 \text{ and } x = 12$$

Since, natural numbers cannot be negative.

The number is 12.

2. A natural number, when increased by 12, equals 160 times its reciprocal. Find the number.

Solution:

Let the natural number = x

When the number increased by 12 = x + 12

Reciprocal of the number = 1/x

According to the question, we have,

x + 12 = 160 times of reciprocal of x

$$x + 12 = 160/x$$

$$x(x + 12) = 160$$

$$x^2 + 12x - 160 = 0$$

$$x^2 + 20x - 8x - 160 = 0$$

$$x(x + 20) - 8(x + 20) = 0$$

$$(x + 20)(x - 8) = 0$$

$$x + 20 = 0 \text{ or } x - 8 = 0$$

$$x = -20 \text{ or } x = 8$$

Since, natural numbers cannot be negative.

The required number = x = 8

3. A train, travelling at a uniform speed for 360 km, would have taken 48 minutes less to travel the same distance if its speed were 5 km/h more. Find the original speed of the train.

Solution:

Let original speed of train = x km/h

We know,

Time = distance/speed

According to the question, we have,

Time taken by train = $360/x$ hour

And, Time taken by train its speed increase 5 km/h = $360/(x + 5)$

It is given that,

Time taken by train in first - time taken by train in 2nd case = 48 min = $48/60$ hour

$$360/x - 360/(x + 5) = 48/60 = 4/5$$

$$360(1/x - 1/(x + 5)) = 4/5$$

$$360 \times 5/4 (5/(x^2 + 5x)) = 1$$

$$450 \times 5 = x^2 + 5x$$

$$x^2 + 5x - 2250 = 0$$

$$x = (-5 \pm \sqrt{(25 + 9000)})/2$$

$$= (-5 \pm \sqrt{9025})/2$$

$$= (-5 \pm 95)/2$$

$$= -50, 45$$

But $x \neq -50$ because speed cannot be negative

So, $x = 45$ km/h

Hence, original speed of train = 45 km/h

4. If Zeba were younger by 5 years than what she really is, then the square of her age (in years) would have been 11 more than five times her actual age. What is her age now?

Solution:

Let Zeba's age = x

According to the question,

$$(x-5)^2 = 11 + 5x$$

$$x^2 + 25 - 10x = 11 + 5x$$

$$x^2 - 15x + 14 = 0$$

$$x^2 - 14x - x + 14 = 0$$

$$x(x-14) - 1(x-14) = 0$$

$$x = 1 \text{ or } x = 14$$

We have to neglect 1 as 5 years younger than 1 cannot happen.

Therefore, Zeba's present age = 14 years.

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To maximize the benefits of these WhatsApp groups, follow these guidelines:

1. Share your valuable resources with the group.
2. Help your fellow educators by answering their queries.
3. Watch and engage with shared videos in the group.
4. Distribute WhatsApp group resources among your students.
5. Encourage your colleagues to join these groups.

Additional notes:

1. Avoid posting messages between 9 PM and 7 AM.
2. After sharing resources with students, consider deleting outdated data if necessary.
3. It's a NO Nuisance groups, single nuisance and you will be removed.
 - No introductions.
 - No greetings or wish messages.
 - No personal chats or messages.
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SKILL MODULES BEING OFFERED IN MIDDLE SCHOOL



Artificial Intelligence



Beauty & Wellness



Design Thinking & Innovation



Financial Literacy



Handicrafts



Information Technology



Marketing/Commercial Application



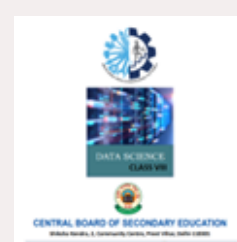
Mass Media - Being Media Literate



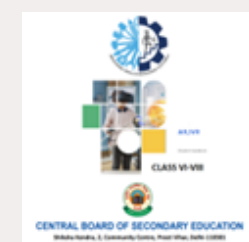
Travel & Tourism



Coding



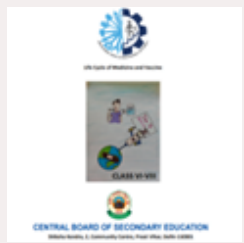
Data Science (Class VIII only)



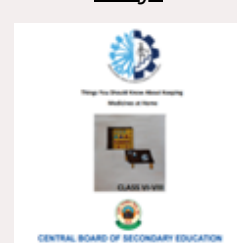
Augmented Reality / Virtual Reality



Digital Citizenship



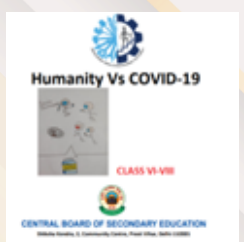
Life Cycle of Medicine & Vaccine



Things you should know about keeping Medicines at home



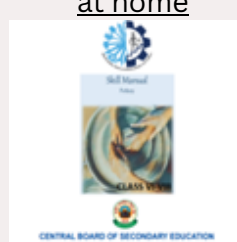
What to do when Doctor is not around



Humanity & Covid-19



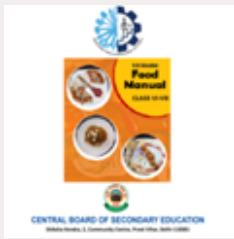
Blue Pottery



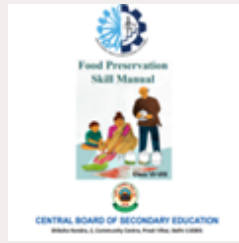
Pottery



Block Printing



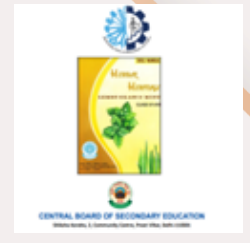
Food



Food Preservation



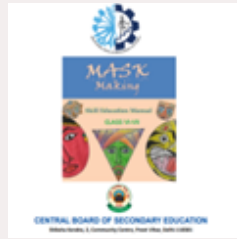
Baking



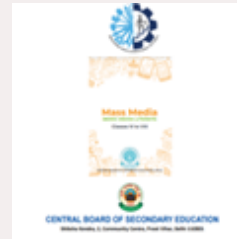
Herbal Heritage



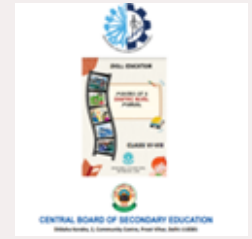
Khadi



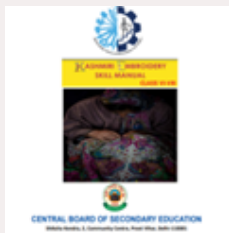
Mask Making



Mass Media



Making of a Graphic Novel



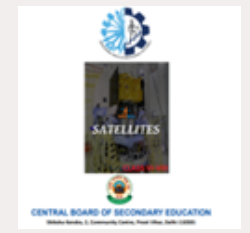
Kashmiri Embroidery



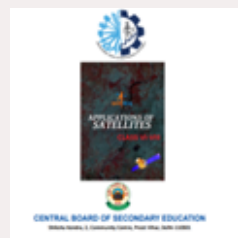
Embroidery



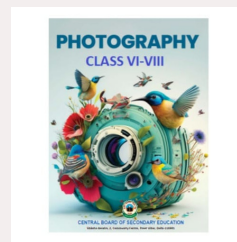
Rockets



Satellites

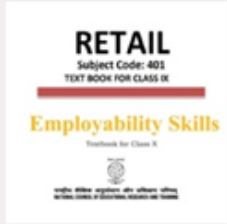


Application of Satellites



Photography

SKILL SUBJECTS AT SECONDARY LEVEL (CLASSES IX – X)



Retail



Information Technology



Security



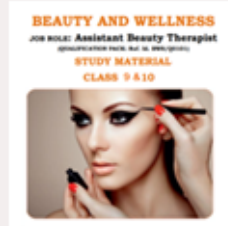
Automotive



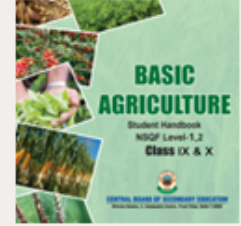
Introduction To Financial Markets



Introduction To Tourism



Beauty & Wellness



Agriculture



Food Production



Front Office Operations



Banking & Insurance



Marketing & Sales



Health Care



Apparel



Multi Media



Multi Skill Foundation Course



Artificial Intelligence



Physical Activity Trainer



Data Science



Electronics & Hardware (NEW)

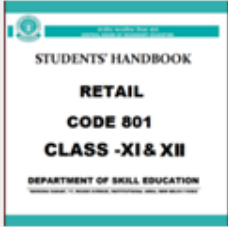


Foundation Skills For Sciences (Pharmaceutical & Biotechnology)(NEW)

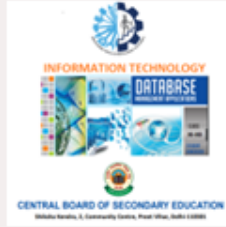


Design Thinking & Innovation (NEW)

SKILL SUBJECTS AT SR. SEC. LEVEL (CLASSES XI – XII)



Retail



Information Technology



Web Application



Automotive



Financial Markets Management



Tourism



Beauty & Wellness



Agriculture



Food Production



Front Office Operations



Banking



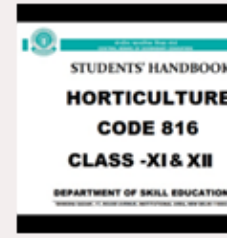
Marketing



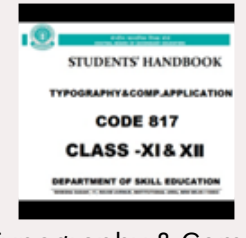
Health Care



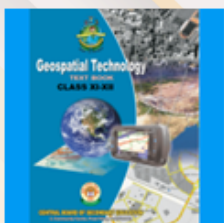
Insurance



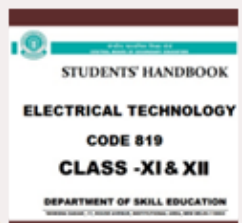
Horticulture



Typography & Comp.
Application



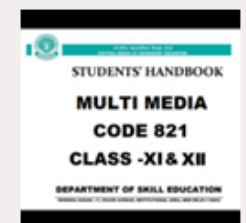
Geospatial Technology



Electrical Technology



Electronic Technology



Multi-Media



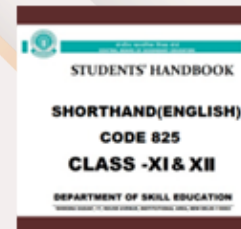
Taxation



Cost Accounting



Office Procedures & Practices



Shorthand (English)



Shorthand (Hindi)



Air-Conditioning & Refrigeration



Medical Diagnostics



Textile Design



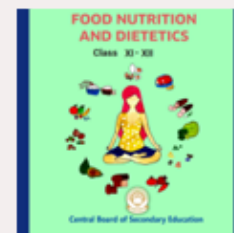
Design



Salesmanship



Business Administration



Food Nutrition & Dietetics



Mass Media Studies



Library & Information Science



Fashion Studies



Applied Mathematics



Yoga



Early Childhood Care & Education



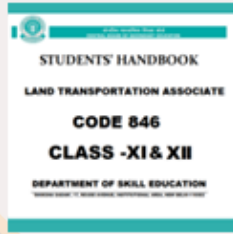
Artificial Intelligence



Data Science



Physical Activity Trainer(new)



Land Transportation Associate (NEW)



Electronics & Hardware (NEW)



Design Thinking & Innovation (NEW)